



INSTRUCTIONS: This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment under Chapter 115, Wis. Stats., and the eligibility criteria established in PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document determination of eligibility for special education services and keep on file with the student record.

Student Name

Date of Eligibility Determination

If #1, 2, and/or 3 are marked "No" or any exclusion applies, the child does not meet eligibility criteria for an impairment of specific learning disabilities.

DOCUMENTATION OF ELIGIBILITY

☐ Yes ☐ No 1. **Classroom Achievement.** The child has a severe delay in classroom achievement.

If yes, there is a severe delay in the following area(s): *Check all that apply.*

- | | | |
|--|---|---|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Mathematical Calculation |
| <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Written Expression | <input type="checkbox"/> Mathematical Reasoning |
| <input type="checkbox"/> Basic Reading Skill | <input type="checkbox"/> Reading Fluency Skills | |

Data Used to Support Determination:

☐ Yes ☐ No 2. **Significant Discrepancy.** The child has a significant discrepancy between ability and achievement

If yes, there is a significant discrepancy in the following area(s): *Check all that apply.*

- | | | |
|--|---|---|
| <input type="checkbox"/> Oral Expression | <input type="checkbox"/> Reading Comprehension | <input type="checkbox"/> Mathematical Calculation |
| <input type="checkbox"/> Listening Comprehension | <input type="checkbox"/> Written Expression | <input type="checkbox"/> Mathematical Reasoning |
| <input type="checkbox"/> Basic Reading Skill | <input type="checkbox"/> Reading Fluency Skills | |

Data Used to Support Determination:

If the regression formula was not used to make this determination, the reason why the formula could not be used and documentation of significant discrepancy.

☐ Yes ☐ No 3. **Information Processing.** The child has information processing deficit that is linked to the child's achievement delay(s) and areas of significant discrepancy. *Check all that apply.*

If yes, there is an information processing deficit in the following area(s): *Check all that apply.*

- | | | |
|--------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> Acquisition | <input type="checkbox"/> Retrieval | <input type="checkbox"/> Manipulation |
| <input type="checkbox"/> Storage | <input type="checkbox"/> Organization | <input type="checkbox"/> Expression |

How is the information processing deficit linked to the classroom achievement delay and the significant discrepancy?

☐ Yes ☐ No 4. **Exclusions.** The child's classroom achievement delay(s) and significant discrepancy is primarily due to: *Check all that apply.*

- | | |
|---|--|
| <input type="checkbox"/> Environmental, cultural, or economic factors | <input type="checkbox"/> Limited English proficiency |
| <input type="checkbox"/> Insufficient instruction in reading or mathematics | <input type="checkbox"/> Other disability <i>Specify</i> |

☐ Yes ☐ No 5. An IEP team participant conducted an **observation** of the student.

Other Comments: